VC_01. *How many schools have you worked in during this school year (2019-20)?

- Drop-Down, 1 to 15 and "More than 15" is (99)

VC_02. Please answer the following about your experience as an interventionist (please include the current year).

a. ___ How many years have you been an interventionist?
b. ___ How many years have you been an interventionist at your current school? (SKIPPED IF IN MULTIPLE SCHOOLS)

VC_03. Do you have other job responsibilities in your district, in addition to serving as an interventionist?

a. No
b. Yes. Please describe: _____

VC_04. In which content areas do you provide Tier II and/or III intervention? (Select all that apply)

a. Reading
b. Mathematics
c. Written expression

VC_05. Select the response below that best describes how you determine student groupings for Tier II and/or Tier III intervention lessons. (Select one option)

a. I group students by their general area of deficit (e.g., reading or math).
b. I group students by their specific area of deficit (e.g., fluency, math computation).
c. I group students according to their grade level only.
d. I group students according to their availability within the school schedule.
e. I do not group students because someone else creates the group(s) for me.
f. I do not group students because I meet with each student individually.
g. Other (please specify)_____

VC_06. (Taken if VC_04a is selected). Select the response below that best describe the frequency with which you use the following interventions to support students during READING intervention.

	Never	Rarely	Sometimes	Frequently
a. Structured intervention program (e.g., SPIRE, My Sidewalks)	1	2	3	4
b. Activities/lessons I created myself	1	2	3	4
c. Activities/lessons I found myself	1	2	3	4
d. Activities/lessons a team at our school found or created	1	2	3	4

VC_07. (Taken if VC_04b is selected). Select the response below that best describes the frequency with which you use the following interventions to support students during MATH intervention.

	Never	Rarely	Sometimes	Frequently
a. Structured intervention program (e.g., Math Recovery, Do The Math, Number Worlds, Moving with Math)	1	2	3	4
b. Activities/lessons I created myself	1	2	3	4
c. Activities/lessons I found myself	1	2	3	4
d. Activities/lessons a team at our school found or created	1	2	3	4

VC_08. (Taken if VC_04c is selected). Select the response below that best describe the frequency with which you use the following interventions to support students during WRITTEN EXPRESSION intervention.

	Never	Rarely	Sometimes	Frequently
a. Structured intervention program (e.g., Step Up to Writing, SRSD, 6 + 1 Traits)	1	2	3	4
b. Activities/lessons I created myself	1	2	3	4
c. Activities/lessons I found myself	1	2	3	4
d. Activities/lessons a team at our school found or created	1	2	3	4

VC_09. Do you create or help create the intervention activities/lessons you use to support students? If not, then please skip this question. If so, where is the place you most frequently go to find content, strategies, or materials for these lessons? (Randomize) (Select one option)

a. A specific digital or print source (e.g., organization's website, specific book, district resource)
b. Internet information search (e.g., broad search on the topic on Google or a similar search engine)
c. Online social network inquiry or search (e.g., call on Twitter, Facebook or similar for strategies from other teachers)
d. Ask another teacher at my or another school
e. Ask a school leader or other support staff at my school and/or district
f. Develop a resource myself and/or ask other teachers/staff to develop a resource
g. Other (please specify):_____

VC_10. Please select the statement below that best fits your involvement in selecting interventions (e.g., programs and/or materials) that you deliver to students. (Select one option)

a. I select the interventions myself
b. I select the interventions with other colleagues
c. Someone else selects the interventions

VC_11. (If previous question=a or b) How important is each of the following to you when selecting interventions (e.g., programs and/or materials) to support students?

	Not at All Important	Slightly Important	Somewhat Important	Very Important
a. Ease of accessing intervention information and resources (Select one option)	1	2	3	4

b. Personal word of mouth regarding quality of intervention (Select one option)	1	2	3	4
c. Rigor of evidence regarding intervention efficacy (Select one option)	1	2	3	4
d. Popularity of intervention among other teachers (Select one option)	1	2	3	4
e. Ease of tracking student growth and data utilization.	1	2	3	4
f. How engaging interventions are for my students (Select one option)	1	2	3	4
g. Affordability (Select one option)	1	2	3	4
h. Usability and ease of implementation (Select one option)	1	2	3	4
i. Scaffolding support to meet student needs (e.g., English learners) (Select one option)	1	2	3	4
j. Existence of technical assistance support (Select one option)	1	2	3	4
k. Applicability to my students and/or school context (Select one option)	1	2	3	4
l. Recommendation from my school district (Select one option)	1	2	3	4

VC_12. Please indicate how often you interact with one or more of the teachers who provide Tier I instruction to your students regarding the following:

	Never	1-3 Times Per Year	1-3 Times Per Month	1-2 Times Per Week	3-4 Times Per Week	Every Day
a. Asking brief questions or having short conversations about your students' academic needs	1	2	3	4	5	6
b. Engaging in more substantive meetings/discussions of 15 minutes or more about your students' academic needs	1	2	3	4	5	6
c. Using accommodations and/or modifications to support students with disabilities and English Learners in Tier I	1	2	3	4	5	6
d. Using differentiated strategies to support all students	1	2	3	4	5	6
e. Developing or obtaining intervention resources	1	2	3	4	5	6
f. Using specific teaching strategies	1	2	3	4	5	6
g. Developing formative assessments	1	2	3	4	5	6

VC_13. To what extent do you agree or disagree that you have the tools necessary to assess the following student skill deficits? Please skip any component that you do not teach.

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	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Basic reading skills (Select one option)	1	2	3	4
b. Reading comprehension (Select one option)	1	2	3	4
c. Reading fluency (Select one option)	1	2	3	4
d. Mathematics calculation (Select one option)	1	2	3	4
e. Mathematics problem solving (Select one option)	1	2	3	4
f. Written expression (Select one option)	1	2	3	4

VC_14. Please provide additional information about the tools that you use or the tools that you wish you had to assess student skill deficits. (Open ended)

VC_15. What methods do you and/or your school's Response to Instruction and Intervention (RTI[2]) team use to ensure that Tier III interventions are more intense than Tier II interventions? (Select all that apply)

   a.   Tier II and Tier III are the same intensity
   b.   Reduction in group size
   c.   More highly-trained personnel in Tier III
   d.   Longer intervention lessons
   e.   More frequent intervention lessons
   f.   More individualized interventions
   g.   More structured/intense intervention programs or lessons

VC_16. Which of the following statements best describes your perception of Response to Intervention (RTI2) effectiveness in your school? (Select one option)

   a.   As of now, I am not convinced that RTI2 will improve student learning in my school.
   b.   I have seen evidence that RTI2 can improve my students' learning, but the program needs significant improvement in my school.
   c.   I strongly believe that RTI2 has and will continue to improve student learning in my school.

VC_17. What Tennessee Department of Education-sponsored professional learning have you participated in during the 2019-20 school year? (Select all that apply)

   a.   Coaching/ support from CORE academic interventionists
   b.   State Personnel Development Grant (SPDG)
   c.   Partners in Education (PIE) conference
   d.   Other (please indicate):_____

VC_18. What department resources have you used during the 2019-20 school year? (Select all that apply)

   a.   RTI[2] Framework Manual
   b.   RTI[2] Implementation Guide
   c.   ACCESS differentiation manuals
   d.   Dyslexia Resource Guide
   e.   Department guidance documents (e.g., Selecting Interventions for Written Expression)

f.   Phonics and Word Reading Survey (PWRS)
g.   Phonological Awareness Skills Screener (PASS)
h.   Math Intervention Content Focus (K-8) document

VC_19. What additional professional learning would help you implement your intervention programs and/or materials and adapt them to address student needs? (Open-ended)

VC_20. Please indicate the extent to which you agree or disagree with the following statements regarding your professional learning this school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
a. The professional learning focused on READING in which I have participated this year improved how I implemented my intervention programs. (Select one option)	1	2	3	4	5
b. The professional learning focused on MATH in which I have participated this year improved how I implemented my intervention programs. (Select one option)	1	2	3	4	5
c. The professional learning focused on WRITTEN EXPRESSION in which I have participated this year improved how I implemented my intervention programs. (Select one option)	1	2	3	4	5

VC_21. What is the primary source for the professional learning you have received around intervention? (Select one option)

a.   State (including CORE offices)
b.   District
c.   School
d.   Peer
e.   Personal
f.   I have not received any professional learning around intervention in the last year.

VC_22. Thinking about your various responsibilities as an interventionist, what percentage of your time do you spend doing the following activities? (Please make sure that your answers sum to 100%)

a.   Small group interventions
b.   One-on-one interventions
c.   Universal screening
d.   Diagnostic assessments
e.   Progress monitoring
f.   Fidelity monitoring
g.   RTI[2] data team meetings
h.   Administrative work not associated with delivering intervention lessons (e.g., paperwork and student tracking)
i.   Modeling of intervention lessons

j.   Training other teachers on intervention
k.   Other

VC_23. How confident are you that the interventions you provide address individual students' skill deficits and help narrow learning gaps?

Not Confident at All 1	A Little Confident 2	Somewhat Confident 3	Confident 4	Very Confident 5

VC_24. (If previous question=1 or 2): Why are you not confident at all or just a little confident that the interventions you provide address students' skill deficits and help narrow learning gaps?

VC_25. To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. It has been easy for me to fulfill my responsibilities as an interventionist in my school this year. (Select one option)	1	2	3	4
b. I have enough support from my school administrator(s) to fulfill my responsibilities as an interventionist in my school this year. (Select one option)	1	2	3	4
c. I have enough support from district staff to fulfill my responsibilities as an interventionist in my school this year. (Select one option)	1	2	3	4
d. The teachers and staff at my school are supportive of my efforts. (Select one option)	1	2	3	4
e. There is enough instructional time during the day to provide Tier II and III interventions to all students who need them. (Select one option).	1	2	3	4
f. There are enough resources to provide Tier II and III interventions to all students who need them. (Select one option)	1	2	3	4

VC_26. Please answer the following questions.

	Yes	No
a. In general, is your school offering Tier II services to all students who need them? (Select one option)	1	2
b. In general, is your school offering Tier III services to all students who need them? (Select one option)	1	2

VC_27. If you answered "No" to either of the last two questions then we invite you to describe the barriers preventing you from offering these services to all students. (Open-Ended)